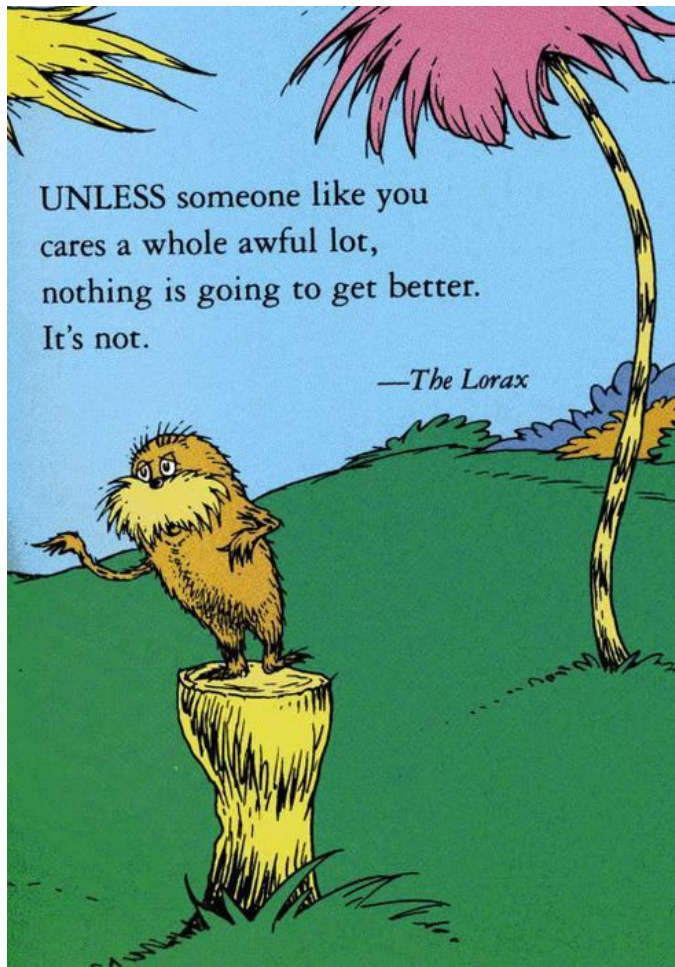


Environmental Education Day

3RD GRADE GENERAL EDUCATION

ECHO LAKE ELEMENTARY

MARY PERIN



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Rationale:

While reading through a 2013 issue of the Science & Children journal, we came across an article that caught our attention. The article was about introducing sustainability with an integrated science and literacy activity with the book *The Lorax*. We decided to adapt this lesson along with aspects of different blogs and Pinterest posts to make our own lesson on sustainability using *The Lorax*, aimed to meet the needs of the students in Ms. Perin's classroom. Our lesson plan incorporates a universal design for learning that encourages high engagement of each individual learner.

The concept of sustainability is important to introduce to children early on so that they become more conscious of what they use in their daily lives and how much of it they use. This begs the questions: how do we educate students to use renewable and nonrenewable resources wisely and to *care* about environmental stewardship from an early age? *The Lorax Lesson*, created and adapted from the story by Dr. Seuss is an excellent way to introduce this concept. Allowing, through the use of story, the opportunity for students to engage in the dangers of overusing natural resources and the consequences. We believe that educating students on what they can do to help our environment and to live more sustainably is imperative.

At the beginning of the lesson we will open with a discussion on what natural resources we use in our daily lives. We will explore how the daily use of these resources affects depletion, by asking guiding questions. After the Intro we will read *The Lorax*. Joleen will use the laptop to display the e-book version of *The Lorax* on the board, providing tracking of each word read for our ELL and low readers. After finishing the book, Joleen will ask 2-3 discussion questions about cause and effect to encourage the students to generate thoughts about what the Thneed Factory did to the environment. We will then work as a class to complete a cause and effect t-chart. This will set the foundation for the next portion of our lesson where students will continue to engage, explore, explain, and begin to elaborate on the concept of sustainability. Following cause and effect, Tushara will lead the class in an interactive activity. Students will work together to create a business that will be more sustainable than the Once-ler's. As a class they will create a frieze and decide what product they will make using the Truffula trees and how their business will be *more* sustainable.

At the end of the day Megan will recap the previous activities and lessons with the class and introduce three rotation stations activities. Students will participate in all three stations. These activities will provide students with hands-on, creative opportunities to review and synthesize what they've learned throughout Environmental Ed day. Through these engaging and interactive lessons we hope students will form a deeper understanding and appreciation for their environment and understand more about how they can help protect it.

Learning Targets:

- Generalization LT 1: Students will understand that human actions affect the environment. (concept)
 - Evidence: Students will be able to demonstrate through activities and discussions that their choices have both positive and negative effects on the environment and provide examples.
- LT1: Students will be able to identify cause and effect relationships within a text. (Concept)
 - Evidence: Students will participate in making a cause and effect chart through a class discussion after reading the book.
- LT 2: Students will find parallels of waste in the text to waste in their daily lives. (Concept)
 - Evidence: Students will participate in a discussion and provide examples of waste in their daily lives and compare to waste in *The Lorax*
- LT 3: Students will be able to work together to create a sustainable business using the Truffula trees. (Skill and Concept).
 - Evidence: The class/partnerships will participate in working together to create a business that requires use of the Truffula trees as well how to ensure that there will always be enough for production

Assessments:

Assessment of learning targets will include both informal and formal methods of gathering evidence of learning. The list below are the planned methods for assessment:

- **Informal Assessments**
 - Participating in open discussion (during each section)
 - Check for understanding
- **Formal Assessments**
 - Creation of a business frieze
 - Exit ticket
 - Station Activities
 - Lorax Folder with completed assignments

Special Needs:

Needs	Number of Students	Supports, Accommodations, Modifications:
ELL	4-5	<ul style="list-style-type: none"> ● Technology ● Visuals ● Modeling (ALL tasks needed to be completed by students) ● Visible Word Bank ● Scaffolding ● Positive praise
IEP (2 with Autism, 1 with Sensory Issues, 1 with behaviors)	4	<p>(Same as above) as well as:</p> <ul style="list-style-type: none"> ● Modify expectations (doing what is “expected” will look different for these students/we will be flexible with our expectations) ● Assign jobs (teacher helper/pass out papers, etc.) ● Allow for breaks (this may be reading breaks as this is a motivator for some) ● Scaffolding transitions ● Individual/Group/Class incentives
Low Readers	5	<ul style="list-style-type: none"> ● Technology ● Visuals ● Modeling (ALL tasks needed to be completed by students) ● Visible Word Bank ● Scaffolding
Higher Learners	N/A	<p>Sponge Activities:</p> <ul style="list-style-type: none"> ● <i>What would you do if the Lorax gave you the very last Truffula seed?</i> Write Up ● Coloring Worksheet ● Earth Word Search

Technology: We have an electronic version of the book *The Lorax*. We will use a laptop to project the book and read off of the screen. We will also use the document camera to modeling purposes: modeling how the businesses should be constructed, what each task will look like during the stations.

Schedule:

Teacher	Time/Plan:	Materials Needed:
All	<p><u>9:30-9:45 Introduction:</u></p> <ul style="list-style-type: none"> Guiding questions: <ul style="list-style-type: none"> “What do you know about the environment?” “Can you name things from nature (natural resources) that you use to live?” Produce an area for the Word Bank 	<ul style="list-style-type: none"> White board (record ideas) Word Bank
Joleen	<p><u>9:45-10:05 Read <i>The Lorax</i> (e-book)</u></p> <p>NOTE: Students can earn individual tickets, group tickets, and whole class tickets based on expected behavior.</p> <ul style="list-style-type: none"> Pull students to the front rug <i>Before Reading:</i> <ul style="list-style-type: none"> “How many students have read the book/seen the movie <i>The Lorax</i>?” Remind students to not spoil the story if they have read it. Read book (point out how the environment looks different throughout the book) <i>After Reading:</i> <ul style="list-style-type: none"> Ask the students to retell the story in order of events. (1 student per event) Have students think about and answer: <ul style="list-style-type: none"> Why do you think the Once-ler did what he did? What patterns of change in the environment did we observe? What were the environmental conditions like before the company started making 	<ul style="list-style-type: none"> Laptop to project e-book Anchor paper Markers Exit ticket

“Thneeds”? What were they like afterwards?

- What was the author’s message concerning what one person can do to save or destroy the environment?

10:05-10:25 Cause/Effect T-chart

- Remind students that:
 - Cause → The REASON... Why something happened.
 - Effect → The RESULT... What happened.
- Try to involve all students in the discussion.
- “What were some cause and effects you noticed in the book that have to do with the environment?”
- Fill out T-Chart (looking for the below possible responses):

Cause:	Effect:
Truffala trees were chopped down	Brown Barba-loots had no more fruit
Gluppity-gulp in the water	Humming fish have gummy gills/had to find a new clean home
Smog in the air	Swomee-Swabs can’t sing

10:25-10:45 Exit Ticket/Silent Read

- Excuse students back to their desks to complete exit ticket (filling in at least 3 cause and effects they noticed in the book-- **challenge them** to name something that wasn’t on our T-chart).
- If students finish early they may silent read at their desks.

Tushara	<p><u>11:00-11:10 Introduction</u> (Hopefully this will be done in the last 15 minutes from 9:55-10:05 in the previous segment)</p> <ul style="list-style-type: none"> • Discussion about the book and how the business was not sustainable. We will compare this to our lives on Earth and how we waste. Examples can include water and recycling • Students should understand that the Once-ler's business failed because he used up all of the natural resources in the area. Their job will be to go back in time to the environment that the Once-ler first found and create a business that will use the Truffala tree that will balance the needs of both the human needs and also protecting the environment. <p><u>11:10-11:25 Brainstorming</u></p> <ul style="list-style-type: none"> • The class will decide what type of business they would like to create. They also need to decide how the business will: <ol style="list-style-type: none"> 1. Use the Truffula tree to make sustainable product(s). 2. Ensure that there will always be Truffula trees for production 3. Use energy and technology to make and distribute the products. 4. Provide specific jobs for people in the nearby town ForeverVille. <p><u>11:25-11:55 Creation of the Frieze</u> This will be much more student centered than teacher centered. Walk around listening into groups and ask questions about who is doing what for the frieze to ensure that everyone is participating.</p> <ul style="list-style-type: none"> • They will be split into groups to design different parts of the frieze. 	<ul style="list-style-type: none"> • Large white butcher paper • Any available art supplies including: markers, crayons, colored pencils, sharpies, pens, assorted colors of construction paper, any type of fabric that can be used, as well as scissors and glue
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- Designing the business, Truffula trees, technology needed, and people working
- A verbal explanation between partners must be given for all four requirements (*Teachers will be roaming and listening in*)

Have 10-15 minutes set for debrief

*Alternatively, instead of making a class frieze, the students can work in partnerships to create businesses with the same requirements and ten minutes can be allotted to voluntary presentations of the businesses. They can just use markers, crayons, and/or colored pencils for this on a white sheet of paper.

*Part of this lesson was adapted from Scholastic.com “The Lorax by Dr. Seuss Lesson Plan”

Meg	<p><u>12:45-1:00 Recap</u></p> <p>“Looking back at what we’ve learned today, what comes to mind?”</p> <ul style="list-style-type: none"> • Adding to existing word bank, <i>or</i> creating a new one--reflect with students things that come to mind when they look back on the two previous activities and the book <i>The Lorax</i>. Try to guide them in summarizing their thoughts into 1-2 words (these words will be useful in the rotation activities, particularly with tree poem). • Discuss with students how they might take what they’ve learned today and use in their own lives to be more sustainable. • Explain to students that these word banks and what they’ve learned today will be useful in the following activities and important things to practice everyday in our lives. <p><u>1:00-1:10 Explanation of Stations</u></p> <ul style="list-style-type: none"> • <i>Explain to students that they will be rotating within 3 stations and will have 20 minutes at each station. There will be a teacher at each station to provide directions, assist them and answer any questions (so please hold questions till you’re at the station)</i> • Have the students count off by 3’s and then separate into groups: 1, 2 and 3. • Each group number will start at the corresponding numbered activity (example: group 1 starts at activity 1) <p><u>1:10 Begin Station Rotations (rotation schedule provided below):</u></p> <ul style="list-style-type: none"> • <u>SET TIMER FOR EACH ROTATION AND PROVIDE 5 MIN WARNING</u> <ol style="list-style-type: none"> 1. A Tree Poem 2. Plant and Adopt a Tree 3. Make a Truffula Tree and Lorax Binder 	<ul style="list-style-type: none"> • White board (record ideas)
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- **1st Rotation: 1:10-1:25**
- **2nd Rotation: 1:25-1:40**
- **3rd Rotation: 1:45-2:00**
- **Clean up: 2:00-2:05**
- **Debrief: 2:05-2:15**

Station Instructions

Teacher leading the station will give each rotation the directions.

Station 1: A Tree Windspark Poem

- Directions for the Windspark Poem:
Ask students to close their eyes and imagine a tree they see everyday, maybe it's a favorite tree or an *imaginary tree*...
 - *What does it look like?*
 - *What type of tree is it*, does it have a name, what might you call it if it doesn't?
 - *Where is your tree*, is it in your front yard, on your street, on a mountain top somewhere?
 - *What is the tree doing*, is it growing, are the leaves falling, is it searching for sunlight?
 - *How does this tree make you feel?*
- Asking them to imagine this tree, show them the worksheet they will fill out.
- Walk through each line
- Share example poem

Station 2: Plant and Adopt a Tree

Note: Briefly recap with students on what they've learned about trees and their importance to our planet and how they can help take part in that by planting trees.

- Show students the supplies they will be using and which order to use them in. After they plant they will officially adopt their tree by filling out the provided worksheet.
- First, using cup put one scoop of dirt in the cup.

Tree Poem:

- Tree Poem Worksheet
- Blank Tree Page
- Color Pencils or Crayons
- Word Bank

Plant a Tree/ Adopt:

- Soil
- Scoop
- Biodegradable cup
- Seeds
- Adoption worksheet

- Using your finger index finger, poke a hole about an inch deep in your dirt.
- Put your seed in the hole and cover with dirt. (they can water when they take home, or a teacher can assist them in adding a small amount of water)
- Explain to students that they can take their plants home and water once a day. When the plant is a few inches tall they can plant it. (in the cup--because it's compostable!) When students finish planting, they can fill out their adoption page.
- Provide reading assistance if needed.

Station 3: Make a Truffula Tree and Lorax Folder

- Demonstrate how to make the Lorax-face binder, using Lorax cut outs.
- Show how they can put all of their activity pages into the folder.
- Demonstrate how to make a Truffula Tree
 - Pick a pom color
 - Glue pom onto straw (hot glue gun or tape works better than Elmer's glue)
 - Finished Truffula can go into planted seed cup for decoration or be used a bookmark (both optional)
- Students may have extra time in this rotation, they may finish other rotation activities if they haven't already *or pick a sponge activity.*

2:00-2:05 Clean Up Time.

Make sure students recycle and reuse!

2:05-2:15: Debriefing

Students will return to pods and we will have each student share one favorite part about the day. Each student will receive an 'unless' rock made by the teachers as a token to

- Paper or plastic bag to carry plant home safely.

Truffula Tree/Lorax Folder

- Straws
- Colored Poms
- Glue
- Scissors
- Orange Folders
- Yellow paper with Mustache and eyebrow template
- White paper with eye template (students can color pupil black with marker)

	<i>remind them that it's important to care about one another and our planet.</i>	
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Name: _____

A TREE

WINDSPARK POEM

Directions: using your own words, or words from the Word Bank, fill in the blanks describing your favorite tree. In the blank tree provided, write the poem you've created. See *example below*.

Line 1. "I dreamed"

Line 2. "I was _____"
(what type of tree? You can make up your own name too!)

Line 3. _____:
location (where is your tree located? "In a...")

Line 4. _____
(what is your tree doing, using -ing at the end. Example: reaching, stretching, skipping)

Line 5. _____ly
A 'feeling' word describing your tree (with an -ly ending) Example: Happily

Example:

I dreamed
I was an oak tree
In a forest
Reaching for the sun

Joyfully

Name: _____

MY TREE POEM



Adopt a Tree Certificate



Official Tree Name _____

Birthplace _____

Identifying Characteristics _____

Adopted By: _____

Date Adopted: _____

One Especially Interesting Thing About My Tree is:



Adopt a Tree Certificate



Official Tree Name _____

Birthplace _____

Identifying Characteristics _____

Adopted By: _____

Date Adopted: _____

One Especially Interesting Thing About My Tree is:

Name: _____

If I had the last Truffula seed I would...



Unless
someone
Like You
cares a whole
awful lot,
Nothing
is going to
get better.
It's not.

DR. SEUSS • THE LORAX

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Name _____

Date _____

TAKE CARE OF OUR EARTH



p	r	o	t	e	c	t	i	r	e	d	s	a	d	t
g	r	o	w	t	h	v	c	a	r	e	t	r	e	y
t	o	r	e	u	s	e	l	e	a	d	e	r	a	t
s	h	a	r	e	t	r	e	e	s	n	e	a	r	m
d	o	w	n	r	e	d	u	c	e	a	l	o	t	v
f	o	r	e	s	t	w	a	t	e	r	o	n	h	e
b	e	r	e	c	y	c	l	e	g	o	v	e	s	t
o	c	e	a	n	p	a	r	k	m	a	e	t	v	r
d	c	o	n	s	e	r	v	e	g	r	o	u	n	d
k	e	e	p	h	i	l	l	t	r	a	s	h	o	f

care

protect

reuse

reduce

recycle

earth

conserve

love

trash